

Bell's Brae Primary School



Quality Assurance Policy

September 2009

QUALITY ASSURANCE POLICY

Policy statement

Bell's Brae Primary School is committed to implementing effective processes of Quality Assurance in order to promote continuing improvement for all pupils, staff and parents. Our processes take full account of national and local priorities and advice.

The school has developed a range of processes for self-evaluation, which measure achievements and allow pupils, staff and parents to identify the strengths and development needs of the school.

The key processes

The key processes involved in Quality Assurance are:

- Vision, Aims and Policy Making
- Self Evaluation
- Planning for Excellence
- Continuing Professional Development
- External evaluation

VISION, AIMS AND POLICY MAKING

Vision and aims

When all of those to whom the school belongs explore their values and vision together, the school can achieve a shared ownership, which is an essential element in the improvement process.

- Our vision and aims were drawn up in consultation with staff, parents and pupil representation as appropriate.
- Our aims will be reviewed regularly.
- Our aims are concise and focus on improving the quality of pupils' learning experiences, attainment and achievement to ensure they become successful learners, confident individuals, responsible citizens and effective contributors.
- Staff, pupils and parents have an appropriate understanding of our shared vision and aims.
- Our vision and aims are used as a benchmark when constructing policies and guidelines and for our self-evaluation.

Policy Making

Staff, pupils and parents are actively encouraged to be involved in the development and review of all school policies and guidelines. This is achieved by :-

- ensuring that all policies are drawn up in accordance with national and local advice
- involving staff in the review of policies and programmes of work
- Where appropriate, establishing working groups, through the school planning process, to develop policies
- consulting widely before any policy is finalised

Self Evaluation

Self-evaluation is a reflective professional process through which we get to know our school and identify the best way forward for our pupils. At the heart of self-evaluation are three questions

- How are we doing?
- How do we know?
- What are we going to do now?

Processes

- All teaching staff are aware of and recognise the need to regularly reflect on their practice.
- Self-evaluation at Bell's Brae Primary School is supported by the use of audit sheets based on the Quality Indicators (QIs) from 'How Good is Our School 3?' and exemplars of good practice. Staff use these QIs to evaluate their own practice as well as the work of the school. Evaluation of these QIs is undertaken in a three year cycle. (Appendix 1)
- An annual broad audit of performance is carried out with all staff.
- Evidence is gathered for self-evaluation from a range of sources including:
 - Quantitative data – National Assessments, pupils' progress, analysis of other data – finance, attendance etc
 - People's views – group discussions, working groups, staff meetings, pupil council meetings, interviews with parents and staff, questionnaires, parent council meetings
 - Direct observation – observed lessons, peer observations, video
 - Examination of a range of documents – pupils' work, reports, diaries, teachers' plans, programmes of work, policies and guidelines, displays
- On an annual basis parents are requested to complete a leaflet questionnaire answering the following questions: What do we do well? What could we improve? What could we develop? All comments received are discussed by staff and then shared with all parents with suggestions on how their ideas and comments will be taken on board.
- On an annual basis pupils are asked their views on aspects of the school. The questions are based on the QIs from 'How Good is Our School 3?' The results are scrutinised and any trends are followed up. Pupils receive feedback on the results of these questionnaires. The Pupil Council is frequently asked for their views on various aspects of the school.
- Support staff are asked to complete a short questionnaire based on the QIs from 'How Good is Our School 3?'
- All staff complete an individual self-evaluation document. The results of this informs the staff development and review process (Appendix 6).

Observation and evaluation by promoted staff

An effective system of evaluation is dependent on the establishment of a participative, collegiate and supportive ethos in our school. A yearly monitoring timetable has been established. (Appendix 2). All monitoring and evaluation will be recorded on a monitoring and evaluation log (Appendix 3), which will allow promoted staff to identify trends.

Promoted staff monitor and evaluate in a number of ways. All monitoring and evaluation is recorded (Appendix 4) and focuses on a description of what has been observed and questions which encourage reflection. Staff are encouraged to consider the impact that any observation and evaluation will have on future practice.

- Each term the Depute Head Teacher or Head Teacher discusses planning with individual class teachers.
- On a regular basis displays are evaluated.
- Observations by senior managers and peers take place termly. A focus is agreed for each visit which links clearly with the improvement plan. Staff receive written and oral feedback offering praise, support and challenge, followed by discussion.
- Promoted staff collate and analyse assessment results. These are discussed regularly with staff. Staff are required to set targets for their pupils which are then monitored.
- Class teachers review pupil work on a regular basis passing on any concerns to a member of the promoted staff. The senior management team sample pupils' work, providing feedback to staff. (Appendix 8 – examples of good practice)
- Attendance figures are analysed by the Head Teacher each term and any concerns about individual pupils investigated and discussed with parents in the first instance.
- Behaviour is discussed and assessed by staff.

Every effort will be made to ensure that areas evaluated are of a high standard. Therefore extra support/training may be provided on occasion.

Planning for Excellence

Planning for excellence involves four key collegiate activities.

How good is our school?

- **Agree the vision** through exploring your values for your school or centre.

How good can we be?

- **Identify your priorities** and specify the key outcomes which you aim to achieve for all learners.

How do we get there?

- **Take action** to implement your vision for all learners.

What have we achieved?

- **Ensure the impact** of the action you have taken.

*How Good is our School: The Journey to Excellence
Part 4: Planning for Excellence*



School Improvement Planning

Essential elements of an improvement plan

- *Clearly stated and aspirational vision and values, developed by, and shared with, children and young people, parents and those with whom the school works in partnership.*
- *A small number of improvement priorities, informed by facts, intelligence or research and expressed as outcomes for learners.*
- *Outcomes which focus on learning and achievement, are based on evidence and data, and are observable and, if possible, measurable.*
- *Clearly identified responsibilities for implementation linked to named individuals and/or teams.*
- *Clear timescales extending to more than one school session, as necessary, and with milestones and deadlines.*
- *Measures of success, which include performance data, quality indicators and stakeholders' views.*

*How Good is our School: The Journey to Excellence
Part 4: Planning for Excellence*

Bell's Brae Primary School produces an annual Improvement Plan. Priorities for development are discussed and agreed with staff and with pupils, the Parent Council and other parents as appropriate.

The Improvement Plan contains sections on:

AIMS AUDIT ACTION

- The aims are clear statements about what is important to the school. They take account of the need to improve standards and of a 'Curriculum for Excellence'. The aims provide a reference point for evaluation.
- The audit section provides a concise summary of particular strengths and development needs. It is a succinct account of what has been achieved in the previous year and provides details of progress towards meeting agreed targets. Quality Indicators from the publication: 'How Good is Our School 3?' are used to support self-evaluation.
- The action section provides an outline of the school's strategy for improvement. It includes a small number of improvement priorities. These priorities are established as a result of self-evaluation and national or local initiatives.

The Improvement Plan is approved and distributed to staff, the Parent Council and the Schools Service annually, unless the school has been inspected and an HMIE action plan has been produced. Staff take an active role in the implementation of the school's improvement plan.

Action Planning

Action plans are written for each improvement highlighted in the Improvement Plan.

Action plans identify how priorities will be implemented and objectives met. Each action plan has sections, which allow the school to:

- Identify targets in line with school aims, local improvement objectives and national priorities.
- Outline the impact this will have on pupil's learning.
- Identify strategies for the implementation of the plan.
- Set appropriate timescales.
- Clearly identify responsibilities for implementation linked to named individuals and or teams.
- Identify and cost resource needs.
- Identify monitoring and evaluation procedures.

Action plans are drawn up by the staff who will be involved in moving that specific development forward. Staff are consulted and are encouraged to have a shared understanding of their content and their desired impact.

The impact of planning

The school evaluates the impact of the plan in the following ways:

- Throughout the year promoted staff check progress in how targets are being achieved within the timescale.
- Staff evaluate the effectiveness of the plan's implementation.
- Evidence is sought to show that the implementation of the plan has improved the quality of pupils' experiences and that it has had a positive impact on raising attainment.
- Staff review their commitment to the plan and their involvement in its formulation and implementation.

Reporting on Standards and Quality

The Standards in Scotland's Schools etc Act 2000 stipulates that twelve months after the production of the School Improvement Plan, a Standards and Quality Report should be prepared which states the extent to which the plan has been implemented. A summary of this report must also be prepared which is accessible to all parents. Throughout the year self-evaluation is ongoing and evidence of this is kept or recorded. This includes:

- Evidence from broad and focused audits
- Evidence from staff self-evaluation
- Evaluations of teachers' planning
- Evaluations from classroom observations
- Evidence of pupil attainment e.g. National Assessment results, informal assessment activities, tracking system
- Other statistical information e.g. attendance rates
- Evidence of progress in meeting targets in the Improvement Plan
- Evidence of other achievements e.g. fund raising for charities, sports, music festivals etc.

Staff, parents and pupils will all have contributed to the report during the course of the year. A draft report is then shared and discussed with staff, the Parent Council and a final copy is sent to the Schools Service and placed on the school website. A summary document is distributed to all parents.

Continuing Professional Development

Well-qualified staff are central to raising achievement and improving the effectiveness of learning and teaching. Staff are encouraged to continue to develop their knowledge and skills and to keep up to date with developments in education. National Priority 2 “Framework for Learning”, McCrone Agreement “A Teaching Profession for the 21st Century” and ‘Curriculum for Excellence’ all emphasise the importance of continuing professional development.

The school has implemented the Schools Service Continuous Professional Development guidelines. Every member of staff participates in an annual review meeting with their line manager when previous development activities are reviewed and new ones agreed for the next year. Before the professional review teaching staff are encouraged to complete self-evaluation on their learning and teaching (Appendices 5 & 6). National and school priorities must be considered when drawing up targets. All non-teaching staff will carry out self-evaluation by considering what developments they have undertaken in the past year, what they have achieved success in and what areas of work they have found most challenging (Appendix 7).

In accordance with the McCrone agreement, teaching staff are required to keep a record of the annual 35 hours of CPD activities undertaken outwith the normal working week agreement.

External Evaluations

Quality Assurance visits by a Quality Improvement Officer are a means of monitoring and validating the progress made by the school against the Quality Indicators from HGIOS. Currently these visits take place on a termly basis. Prior to the visit an agenda is distributed and any relevant evidence is collated for the Quality Improvement Officer to scrutinise.

Every seven years a quality assurance team from the Schools Service carries out a fuller evaluation of the school. Team visits should be evenly spaced between HMIE.

Her Majesty’s Inspectors of Schools currently aim to visit all Primary schools every 7 years to carry out a full inspection. Reports of these inspections are published on the HMIE website and are shared with staff and parents.

Nursery classes are inspected every two years by a Care Commission Inspector. These inspections use the Care Commission Standards as the focus of the inspection.

Appendices

Cycle of QIs
Monitoring calendar
Monitoring log
Monitoring sheets
Preparing for annual review

References

“How Good is Our School 3?” HMle

Schools Service Quality Assurance Policy - Shetland Islands Council

The McCrone Agreement “A teaching profession for the 21st Century” 2001 - Scottish Government

‘The Journey to Excellence’ HMle

Cycle of Quality Indicators

Year 1

- 5.1 The curriculum
- 5.5 Expectations and Promoting Achievement
- 8.3 Management and Use of Resources, Space for Learning
- 2.1 Children's Expectations
- 5.7 Partnership with Parents
- 2.2 The school's success in involving parents, carers and families
- 5.2 Teaching for Effective Learning
- 5.3 Meeting Learning Needs

Year 2

- 5.4 Assessment for learning
- 3.1 The engagement of staff in the life and work of the school
- 7.2 Staff deployment and teamwork
- 5.9 Staff development and review
- 7.3 Improvement through self-evaluation
- 6.3 Planning for improvement
- 4.1 The school's success in working and engaging with the local community
- 4.2 The school's success in working and engaging with the wider community

Year 3

- 6.1 Policy review and development
- 8.1 Partnership with the community, educational establishments, agencies and employers
- 6.2 Participation in policy and planning
- 1.1 Improvements in performance
- 1.2 Fulfilment of statutory duties
- 9.1 Vision, values and aims
- 9.2 Leadership and direction
- 9.3 Developing people and partnerships
- 9.4 Leadership of improvement and change

Monitoring Timetable

What	Who	Frequency	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Working in classrooms	HT/DHT	Throughout the year	√	√	√	√	√	√	√	√	√	√	√
National Assessments/tracking	HT/DHT/CTS/ASN	Termly	√			√		√					√
Homework diaries	DHT	Termly		√					√			√	
Pupil jotters/ classwork	HT/DHT	Termly		√		√		√				√	
Forward Plans	HT/DHT	Termly	√			√		√			√		
Reports to parents	HT/DHT/CTS	Planned programme				√				√		√	
Staff reviews	All staff	Annually										√	
IEPs	DHT/ASN	Termly		√		√			√			√	
Attendance	HT/DSMO	Monthly	√	√	√	√	√	√	√	√	√	√	√
Behaviour	SMT	Monthly	√	√	√	√	√	√	√	√	√	√	√
Staff views	All staff	Termly	√		√			√			√		
Sampling pupils' views	Pupil Council	Planned programme		√			√				√		
Sampling parents' views	SMT/parents	Annually							√				
Health and safety	HS working group	Termly	√		√				√				√
School Improvement Plan	SMT	Termly SMT meetings				√			√				√
Peer Observations/team teaching	HT/DHT/CTS	Planned Programme				√						√	
DSM Budget	HT/DSMO	Monthly	√	√	√	√	√	√	√	√	√	√	√
Learning and Teaching	HT/DHT	Planned Programme		√					√				

Monitoring and evaluation log

Appendix 3

Date	Nature of Monitoring Episode	Staff	Action Points Or Comments	√
	Forward plans			
	Pupil Jotters/classwork			
	Attendance			
	Behaviour			

Session: —

Class.....

Date.....

Teacher.....

Focus.....

Prompts: learning climate and teaching approaches, curriculum content, teacher-pupil interaction, clarity and purposefulness of dialogue, judgements made in the course of teaching, equality and fairness, lesson aims shared with pupils, explanations and instructions, skilled use of questions, pace, resources, praise and feedback, use of ICT, expectations of staff and pupils, pupil involvement in learning/decision making, behaviour and motivation of pupils, homework, pupil responsibility, independent learning skills, group/collaborative working

Description: I observed.....

Questions:

Answers:

Impact:

Signatures:

Self-evaluation is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions, which result in clear benefits for young people.

At the heart of self-evaluation are three questions:

- ★ How are we doing?
- ★ How do we know?
- ★ What are we going to do now?

Excellent schools focus these questions on learning. Learning is at the heart of an excellent school. Learning is its core business.

All staff reflect on the quality of their work. We do this as professionals who are responsible for the quality of our classroom work and for the achievements and personal and social development of the pupils we teach, and as members of the staff team which is responsible for the overall quality of education.

As teachers, we take a pride in our own work and naturally reflect on it in relation to our individual responsibilities. For this we can use the quality indicators and other sources of advice such as the Standards for Full Registration, for Chartered Teacher or for Headship and the National Framework for Continuing Professional Development.

Self-evaluation also involves groups of teachers reflecting on their work together. We can do this in a number of ways by:

- ★ commenting on each other's work, for example plans and assessments;
- ★ engaging in co-operative teaching and discussion; and
- ★ visiting each other's classrooms to see how particular developments are going, to experience different methods of teaching or to confirm our views of learners' progress.

This process of peer evaluation is an important professional activity symbolising the professional responsibility of teams of teachers for their work. It complements professional discussion with senior colleagues who might teach alongside teachers or observe practice in classrooms. The indicators in this edition have been written in such a way that they talk directly to teams of teachers. In this way they recognise this important collegiate responsibility.

Collegiate self-evaluation by teachers and with school managers works best when a school community has a shared understanding of what it means by quality. This often

stems from a shared vision of a school community for the school and its pupils, perhaps based on an agreed view of what the school should be like in two or three years time.

A shared vision doesn't come easily. There are usually different views and interests across groups of teachers and support staff, children and parents, other professionals and key members of the community. To develop a shared vision, a school must engage with all of these stakeholders in clarifying and agreeing its values and principles. It also needs to agree how these values and principles will influence all aspects of its work, the curriculum, the learning environment, the ethos of the school and the way that everyone is included and how they relate to each other: demonstrating the principles and values in action. A school that achieves a common vision and values has a strong sense of direction and moral purpose.

These activities carried out by reflective professionals underpin leadership at all levels:

- ★ in the classroom;
- ★ within working groups and development teams;
- ★ as promoted staff within departments and stages
- ★ as senior managers; or
- ★ as the Head Teacher who is ultimately accountable for the quality of everything which goes on in the school.

The evaluative activities involved are similar to those, which we encourage pupils to engage in as part of their own learning process. Taking part in them creates a community of learners.

Extract from HGIOS The Journey to Excellence Part3 (P6-7)

Appendix 6

Preparing for the Annual Professional Review

The process of Self-Evaluation: Learning and Teaching

Prior to the annual professional review, use the following questions to give focus to your thoughts about next year's developments. You should aim to identify where your strengths lie, as well as identifying those areas which would benefit from further development.

Name _____

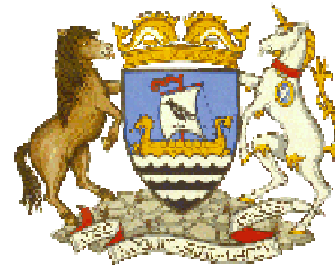
My vision for next year _____

How well do I.....	Scale						Recent work	Possible Development
	1	2	3	4	5	6		
Effectiveness in promoting learning in the classroom								
...effect further progress in pupils' learning and in meeting pupils' needs?								
...create and sustain a positive climate for learning?								
...use a variety of strategies which increase pupils' learning?								
...share standards with pupils and tell them how they can improve?								
Critical self-evaluation and development								
...evaluate practice and reflect critically on it?								
...improve professional performance as a reflective practitioner?								
...ensure that teaching is informed by new initiatives and change supported by reading and research?								
Collaboration with, and influence on, colleagues, learners and parents								
...contribute to enhancing the quality of the educational experience provided by the school and beyond?								
...engage with learners and parents to meet their individual needs and promote the work of the school?								
Educational and Social Aims								
...relate teaching and learning to the wider school aims and social values?								
...articulate an informed personal stance on educational issues, policies and developments?								
How is my CPD developing and enhancing:								
...the pupils and their learning experience?								
...me as a professional?								



Shetland Island Council Education Service Continuing Professional Development

Professional Review and Development Self Evaluation



Name Post

Before completing this form staff should note:

- details entered on this form should be brief;
- the details entered are intended to generate professional discussion not form a report.
- it is not necessary to complete all the grids, another form can be used if more space is required.

Main development activities undertaken in last year:	Impact on professional practice:

Areas of work where I have experienced personal success:	This is because:

Areas of work that I have found challenging:	This was because:

Examples of good practice

Pupil's work/jotters

- Work is labelled and neatly presented
- There is evidence of regular work
- There are formative assessment comments from the teacher
- The work is corrected regularly by the teacher
- Tasks are neatly completed with attention to layout and presentation
- Work is at the correct level for the pupil
- A variety of different tasks are evident
- Work shows progression

Displays

- Current work is on display
- Displays are stimulating and attractive
- Work is neatly presented
- Pupil/class who completed the work are identifiable
- Variety of subject matters throughout classroom/school
- Where possible the work on display has been completed by a number of different pupils
- Different classes work is displayed throughout the school
- Displays are colourful, bright and engaging
- Displays are well maintained